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pupils, more and more in testing the efficiency of methods of teaching. It is in this third stage that the rank and file of the teaching profession are necessarily involved. If the tests are to be of service, not merely as a general measure of the efficiency of a school system, but also of service *to the teacher and for the pupils* in the schoolroom, then it becomes necessary that the individual teacher shall master the details for actually using the tests in her own schoolroom [p. 3].

The book has been recommended as a handbook for the classroom teacher and also as a text for classes in normal schools and colleges. As a handbook for the teacher it is probably the best now available. As a text for normal schools and colleges it contains the concrete material necessary to familiarize a class with the details of measurement, but it is lacking in the serious critical treatment of the fundamental issues of measurements which would seem essential for such students. This omission emphasizes the need of a supplementary book which would confine its treatment to the problem of critically evaluating in a scientific manner the series of questions which need to be raised regarding the whole measuring movement.

Psychology for teacher-training schools.—Psychology is considered one of the basic sciences for education. It is still a question, however, as to just when and how it should be given in a course for the preparation of teachers. The simple requirement of a course in general psychology often fails to provide a background which can be applied when the student begins to study education proper. The broad and general nature of psychology has been recognized in a few schools by the differentiating of introductory courses for students whose principal interests are medicine, social science, or business. In an attempt to provide for a similar recognition of the interests of students of education, Professor La Rue has written an introductory psychology text¹ which is focused upon the particular problems of the teacher.

The organization of the book departs somewhat from the general method of treatment. The author states that this modification of method is due to the attempt to treat psychology 'psychologically. The subject is covered in two general divisions. In the first of these, "which gives an airplane view of the entire science, causing its larger features to stand out, there are developed a few simple laws which, applied throughout the book, effectively organize and simplify the whole complex subject" (p. 6). The method in this division is an example of the author's attempt to apply psychology to itself. This method consists in:

(1) passing from the familiar picture of man in his common environment to a study, with genetic sidelights, of "Body, Brain, and Mind," (2) showing the relation of adjustment between "The Mental and the Environmental," and (3) explaining, in the study of "Mind, Nervous System, and Behavior," how the neuro-mental governing and steering system accomplishes its complex task of adjustment. In

¹ DANIEL WOLFORD LA RUE, *Psychology for Teachers*. New York: American Book Co., 1920. Pp. 316.

this way we complete the sensori-motor circle, inward from the body to the mind, outward from mind to behavior [p. 5].

The second division of the book gives a more detailed discussion of the facts of psychology. The method here presents no striking differences from those which have commonly been employed in such texts. The last chapter, dealing with "Mental Hygiene and Efficiency," exhibits more than any other the attempt to write expressly for teachers.

The book presents a brief, but clear and concise, statement of the elementary principles of psychology. It is written in an attractive style, and the material is well organized. From the viewpoint of psychology the book is well adapted for an introductory course with immature students. Examined, however, from the view of educational psychology, the claims of the book are not so convincing. The attempt to make the book directly useful to the teacher is evident, not so much in the selection and organization of material as in the series of exercises accompanying each chapter. In the body of the text the author has selected some of his illustrations from the field of education. It would seem that this commendable feature could have been used much more frequently. One feels, after reading the book, that a skilful teacher could use it very effectively with a class of normal-school students, but that without such skilful teaching the book of itself would not function. It would seem that the psychology of application would require that if a text in psychology is to function for a particular class of people, it must include not only carefully prepared illustrations and exercises, but also a serious modification in the selection and arrangement of material and in the style of discussion, so that the dominant emphasis throughout the body of the text is upon the problems of that particular class.

The psychology of learning and study.—A different kind of an attempt to apply psychology to education, than has been described above, appears in a book from Professor Edwards. In this volume¹ the writer limits his efforts to a discussion of the fundamental principles of learning and study which are essential to economy in the educational process. The outstanding characteristic of the book is the extensive application of the "habit theory" to educational thought and practice. The results of education are considered as more or less permanent dispositions or tendencies of some kind. The author's point of view is well expressed in the following quotations:

The writer thinks that the Habit Theory has not received its due in educational practice and perhaps not in educational thought. It is a principle which runs through the whole work of education and the adoption of it as the fundamental working principle of the teacher's work should help to bring the definiteness that is needed [p. 1].

¹ A. S. EDWARDS, *The Fundamental Principles of Learning and Study*. Baltimore: Warwick & York, 1920. Pp. 239. \$1.80.